

Reviewer

CP#

8152

Please enter your Legal Entity number:

LE

367

Please enter your School Code

SC

1825

Are all profile components present?

☒ Yes

☐ No

Academic Performance - Are all components present? If not, please explain. Title I will review all purposes of all correlates.

☒ Yes

☐ No

Academic Performance - Indian Education for All and American Indian Achievement:

☐ District/School indicated not applicable; however Indian Education for All is applicable for all students/schools/districts

☐ Satisfactory answer

☒ Response does not address the question

☐ Answer is too general / Please be more specific or expand upon your answer

☐ Answer does not address Indian Education for All

☒ To discuss professional development plans or opportunities for Indian Education for All or Indian student achievement, contact the OPI Indian Education Division

Efficiency - Are all components present?

☐ Yes

☒ No

What efficiency components are missing?

IEFA marked N/A

Efficiency - Indian Education for All and American Indian Achievement:

- ☒ District/School indicated not applicable; however Indian Education for All is applicable for all students/schools/districts
- ☐ Satisfactory answer
- ☐ Response does not address the question
- ☐ Answer is too general / Please be more specific or expand upon your answer
- ☐ Answer does not address Indian Education for All
- ☒ To discuss professional development plans or opportunities for Indian Education for All or Indian student achievement, contact the OPI Indian Education Division

Learning Environment - Are all components present?

- ☐ Yes
- ☒ No

What learning environment components are missing?

IEFA marked N/A

Learning Environment - Indian Education for All and American Indian Achievement:

- ☒ District/School indicated not applicable; however Indian Education for All is applicable for all students/schools/districts
- ☐ Satisfactory answer
- ☐ Response does not address the question
- ☐ Answer is too general / Please be more specific or expand upon your answer
- ☐ Answer does not address Indian Education for All
- ☒ To discuss professional development plans or opportunities for Indian Education for All or Indian student achievement, contact the OPI Indian Education Division

Mathematics - Are all components present?

- ☒ Yes
- ☐ No

Mathematics - Goals:

- ☐ Goal(s) address specific math standard(s): Number Sense and Operation, Data Analysis, Geometric Reasoning, Algebraic and Functional Reasoning.
- ☐ Goals are data driven.
- ☐ Goal(s) is too general (doesn't include number of students or to what level of improvement).
- ☒ Mathematic goal lacks specificity, what grade levels are targeted
- ☐ Mathematics goal is not measurable as stated

Mathematics - Identified Strategies:

- ☐ Strategies are clear and focused.
- ☐ Rational is given for choice of strategies.
- ☐ Specific and research-based strategies stated.
- ☐ Strategies are measurable.
- ☒ Method, materials, and timeframe for implementing strategies are indicated.
- ☐ Strategies are based on realistic expectations.
- ☒ Mathematics identified strategies are unclear and/or lacks specificity.
- ☐ Mathematics identified strategies do not support stated goal.

Mathematics - Professional Development:

- ☒ Ongoing and sustainable professional development is evident.
- ☐ Needs assessment drives professional development.
- ☐ Follow-up plan is included for continued professional development throughout the year.
- ☐ Topics or content of professional development matches goal and strategies.
- ☐ Commitment to plan and its components is evident.
- ☒ The implementation of new resources (math program, curriculum, and/or textbook/materials) is supported by professional development for the impacted staff throughout the year.
- ☐ Evaluation of the student data is used to assess the impact of professional development.
- ☒ Mathematics professional development goal is unclear and/or lacks specificity.
- ☐ Mathematics professional development goal does not support stated goal.

Reading - Are all components present?

- ☒ Yes
- ☐ No

Reading - Goals:

- ☐ Reading goal based on CRT data.
- ☐ Reading goal is unrealistic for a school year.
- ☒ Reading goal lacks specificity, what grade levels are targeted?
- ☐ Reading goal is not measurable as stated.

Reading - Identified Strategies:

- ☐ Identified strategies are focused on standards based instruction and resources.
- ☐ Identified strategies to reach reading goal are focused and clear.
- ☐ Identified strategies to reach reading goal are not based on data.
- ☐ Identified strategies are generalized.
- ☐ Identified strategies (or Professional development) to reach reading goal lack specific connection to student achievement in reading.
- ☐ Identified strategies support reading goal.
- ☒ Consider multiple sources of measurement to collect reading achievement data.

Reading - Professional Development:

- ☐ Professional development goal needs to be more specific: what, when, and who.
- ☐ Professional development goal is missing.
- ☒ Consider professional development that is directly correlated to yearly goal.
- ☐ It would be advantageous to report data on impact of professional development and the number of teachers that have participated or will participate in professional development.
- ☒ Consider evaluating the student data to assess the impact of professional development.

Curriculum Development - Are all components present?

- ☒ Yes
- ☐ No

Other #1 - Are all components present?

- ☐ Yes
- ☒ No

What other components are missing?

professional development and other resources

Other - #1:

- ☐ Measurable objective not included in the plan.
- ☐ Measurable objective does not clearly articulate the relationship to school/district goals.
- ☐ Measurable objective contains all necessary components.
- ☐ Measurable objective develops/demonstrates a strong relationship to school/district goals and focuses on meaningful school improvement issues.
- ☒ Measurable objective effectively supports focused, meaningful continuous school improvement.
- ☐ Identified strategies are focused on standards based instruction and resources.
- ☒ Identified strategies to reach goal are focused and clear.
- ☐ Identified strategies to reach goal are not based on data.
- ☐ Identified strategies are generalized.

Other #2 - Are all components present?

- ☐ Yes
- ☒ No

What other components are missing?

professional development and other resources

Other - #2:

- ☐ Measurable objective not included in the plan.
- ☐ Measurable objective does not clearly articulate the relationship to school/district goals.
- ☐ Measurable objective contains all necessary components.
- ☐ Measurable objective develops/demonstrates a strong relationship to school/district goals and focuses on meaningful school improvement issues.
- ☒ Measurable objective effectively supports focused, meaningful continuous school improvement.
- ☐ Identified strategies are focused on standards based instruction and resources.
- ☒ Identified strategies to reach goal are focused and clear.
- ☐ Identified strategies to reach goal are not based on data.
- ☐ Identified strategies are generalized.

General Feedback:

District profile clearly describes 5YCEP development process and summary of goals. goals consider the whole child

Do you want to complete the additional Title I questions?

- ☐ Yes
- ☒ No